


Weekly Overview of Learning

Year Group: Year 6 Week beginning: 9/12/24

Every Tuesday, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p> 	<p><u>L.I. We are learning to write a newspaper in the correct journalistic style.</u></p> <p><u>L.I. Are learning the key elements of a newspaper and how to write in the passive, formal style of journalistic writing</u></p> <p><u>COLD TASK</u></p>	<p><u>L.I. We are learning to identify the key features of journalistic writing</u></p> <p><u>L.I. We are learning to write a suitable lead paragraph for our own newspaper article</u></p>	<p><u>L.I. We are learning to answer comprehension retrieval type questions using scanning.</u></p> <p><u>LI: We are learning to support our opinions by giving suitable evidence.</u></p>	<p><u>L.I. We are learning to identify the key features of journalistic writing</u></p> <p><u>L.I. We are learning to write direct and reported quotes.</u></p> <p><u>L.I. We are learning to write a formal newspaper report in the passive voice and 2nd person</u></p>	<p>Spelling Test</p> <p><u>L.I. We are learning to use the present perfect form of verbs in contrast to the simple past tense - including the perfect and progressive tenses .</u></p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● I can identify verbs in a sentence. ● I know if a verb tense refers to past or present activity. ● understand the terms 'present perfect tense' and 'simple past tense'. ● I can choose the appropriate tense for my sentence.
<p>Speaking and Listening Focus</p>	<p>Cold Calling: What were the key events of the story? Who were the main characters? Which places feature in the story - and what are their names?</p>	<p>Cold calling What features do you know about newspaper articles? What is important about a headline? What are the key contents of a lead paragraph?</p>	<p>Think, Pair, Share Children will scan a piece of text in pairs to locate evidence to answer retrieval type questions.</p>	<p>Think, Pair, Share What is the difference between the two statements? Which quote is a direct quote? What is the difference between a reported quote and a direct one? Which sentence is the most formal? How do you know?</p>	<p>Cold Calling Children to complete the 'now your turn' sections of the therapy on their white boards and share their conclusions and outcomes for feedback.</p>

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<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key Vocabulary: summarise, Mount Crumpet, Cindy-Lou Who, Whoville, key characters, key events, sequence,</p> <p>Key Questions: What were the key events of the story? Who were the main characters? Which places feature in the story - and what are their names? How can we use our summary of the story to write a newspaper article?</p>	<p>Key Vocabulary: journalistic writing, article, passive voice, past tense, direct quote, indirect quote, lead paragraph, who, where, what, why, when, how, caption, byline, witness, formal style,</p> <p>Key Questions: Does the example newspaper article contain all the discussed features? Which features have been done well? What could be improved? What is important about a headline? What are the key contents of a lead paragraph?</p>	<p>Key Vocabulary: skim, scan, evidence, opinion, point, explain, support,</p> <p>Key Questions: What evidence can you find to support your answer? What is your opinion to answer the question? What technique can we use to locate the necessary information to form an answer?</p>	<p>Key Vocabulary: journalistic writing, article, passive voice, past tense, direct quote, indirect quote, lead paragraph, who, where, what, why, when, how, caption, byline, witness, formal style,</p> <p>Key Questions: What is the difference between the two statements? Which quote is a direct quote? What is the difference between a reported quote and a direct one? Which sentence is the most formal? How do you know? Which character could you include in your article who would give a quote? Why are quotes helpful? What is their purpose?</p>	<p>Key Vocabulary: present perfect, simple past tense,</p> <p>Key Questions: Can you find the verbs in this paragraph? Can you decide which verb form is correct? What have we learned?</p>
<p>Activities</p>	<p>The children will use their flow maps from last Thursday to write a newspaper as a COLD TASK.</p> <p>This will be the baseline assessment for the sequence of work on journalistic writing.</p>	<p>The children will go through the key features of a newspaper article and understand the concept of journalistic writing. They will create a success criteria for these key features.</p> <p>They will then be given a modelled example of the newspaper article which they need to write as a HOT TASK later on. They can compare their COLD TASK version to this and also assess the modelled version with their success criteria. They will focus particularly on the lead paragraph and how it is a summary of the main story, without telling the reader too much. This gist of it will give as many of these features as possible in a brief way: Who?, Where?, What?, Why?, When?, How?</p> <p>After considering different possible</p>	<p>The children will be given selected text extracts where they will need to use retrieval skills to answer questions in the style of SATs papers to increase accuracy in SATs based assessments.</p> <p>They will use the scanning technique to locate key words and phrases and then decide which ones are needed to answer the question and then work collaboratively to answer to give an answer which fits the requirements of the mark scheme.</p> <p>The children will then have opportunities to feedback their answers and self-evaluate their responses with the aim to become more focussed and accurate for the next set of questions.</p>	<p>The children will read two summaries of the article. One written in a narrative, 1st person voice and another in a passive, formal, 2nd person style. They will distinguish between the two styles and which style is the correct journalistic format for a newspaper article. They will look at examples of vocabulary where there is a better formal alternative. They will then write their own descriptions in the passive, formal style and apply previous work on extended sentences. They will then look at the differences between reported quotes and direct quotes. They will use embedded clauses to add information for the reader so they understand a bit more about who the witness or speaker is. They will consider the kinds of</p>	<p>Children to start by identifying the verbs in a paragraph? They will then separate the verbs into 'past ideas' and 'present ideas'. They will then identify the difference between simple past tense and present perfect form of tense. Past tense is used for activities or events that started and finished in the past. Present perfect tense is used for activities that started in the past but are still true now, or have an effect on what is happening now. They will learn how the Present perfect tense uses the auxiliary verb HAVE before the main verb.</p> <p>The children will then need to identify the correct verb form in</p>

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		<p>versions of a lead paragraph for the article, the children will draft their own - checking it against the success criteria for quality.</p>		<p>characters a journalist uses in the reports, e.g. an eye witness, an expert in the subject, a Government official, a person in authority - police etc. They will then write appropriate quotes for the characters they will use in the article - using direct and indirect quotes.</p>	<p>given sentences and identify which tense it is.</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Opal TEXT - Wonder Author - R J Palacio</p>	<p>Ruby TEXT - Wonder Author - R J Palacio</p>	<p>Jet TEXT - Wonder Author - R J Palacio</p>	<p>Coral TEXT - Wonder Author - R J Palacio</p>
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to use and apply our conversion skills to solve measurement problems in context.</u>	<u>LI: We are learning to explore the relationship between miles and kilometres.</u>	<u>LI: We are learning to explore imperial measures and the relationships between imperial and metric measures.</u>	<u>LI: We are learning to consolidate our learning from the Converting Units topic.</u>	<u>LI: We are learning to explore the relationship between two numbers that can be expressed additively or multiplicatively.</u>

<p>Key vocabulary and key questions</p> <p><u>Key vocabulary:</u> convert measurements length mass capacity operation intervals</p> <p><u>Key questions:</u> What operation are you going to use? Why? How could you use a bar model to help you understand the question? How many grams are there in one kilogram? Does it matter if the items in the question are measured in different units? Why? How can you convert between metres and centimetres?</p>	<p><u>Key vocabulary:</u> kilometres kilo miles approximate ≈ convert</p> <p><u>Key questions:</u> Which is further, one mile or one kilometre? What does the word “approximately” mean? What does the symbol “≈” mean? How can you use the key fact of 5 miles ≈ 8 km to calculate how many kilometres are approximately equal to 20 miles? When might you need to convert between miles and kilometres?</p>	<p><u>Key vocabulary:</u> imperial metric compare convert measurement</p> <p><u>Key questions:</u> When do you use imperial measures instead of metric measures? Why is it easier to convert between metric measures than between imperial measures? Which is greater, one foot or one metre? Which is shorter, one centimetre or one inch? Which is heavier, one pound or one stone?</p>	<p><u>Key vocabulary:</u> convert measurements length mass capacity operation convert convert measurements length mass capacity operation intervals approximate ≈</p> <p><u>Key questions:</u> What operation are you going to use? Why? How could you use a bar model to help you understand the question? How can you use the key fact of 5 miles ≈ 8 km to calculate</p>	<p><u>Key vocabulary:</u> additive multiplicative inverse relationship sequence number line commutative</p> <p><u>Key questions:</u> How can you describe the relationship between these two numbers using addition/multiplication? What is the inverse of addition/multiplication? What addition/subtraction/multiplication/division calculations can be written from this information? Is the relationship in the sequence additive or multiplicative? How do the relationships on the upper number line relate to those on the lower number line?</p>
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				<p>how many kilometres are approximately equal to 20 miles? Why is it easier to convert between metric measures than between imperial measures?</p>	
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Activities

Building on the previous step, children will use and apply their conversion skills to solve measurement problems in context. The use of pictorial representations, such as bar models and number lines, to represent the problem helps children to choose the correct operation(s) to solve the problem. Children will need to be secure with the four operations to find the correct numerical answers. Some of the problems involve finding a fraction of an amount (covered earlier this term) and adding and subtracting decimals, which will be revisited in the Spring Term.

- Esther drinks 250 ml of juice. Kim drinks 3 times as much.
- ▶ How much does Kim drink? Give your answer in litres.
- ▶ How much do Esther and Kim drink in total?



In Year 5, children explored the relationship between some imperial and metric units of measurement. This small step focuses on the relationship between miles and kilometres. Children need to know that one mile is a greater distance than one kilometre. They learn that 5 miles is approximately equal to 8 km. Using this fact, they solve conversions from miles to kilometres and from kilometres to miles. Children need to know that the symbol “ \approx ” means “is approximately equal to”. To provide context, distances measured in miles in the UK could be compared to distances measured in kilometres in Europe.

Use the fact 5 miles \approx 8 km to complete the conversions.

- ▶ 10 miles \approx _____ km ▶ 32 km \approx _____ miles
- ▶ 15 miles \approx _____ km ▶ 40 km \approx _____ miles
- ▶ 25 miles \approx _____ km ▶ 64 km \approx _____ miles

In this small step, children continue to explore imperial measures and the relationships between imperial and metric measures. Children need to know and use the following facts:

- 1 inch = 2.5 cm
- 1 foot = 12 inches
- 1 pound = 16 ounces
- 1 stone = 14 pounds
- 1 gallon = 8 pints

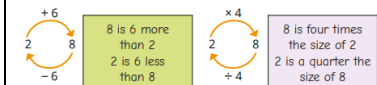
They use these facts to perform related conversions, both within imperial measures and between imperial and metric measures. Attention should be drawn to the fact that the conversion between inches and cm is approximate while the others are exact.

millilitre	centimetre	mile	gram	litre
stone	inch	metre	millimetre	tonne
gallon	ounce	pound	foot	kilometre

	Length	Mass	Capacity
Metric			
Imperial			

In this lesson, children will be revising the Converting Units topic. After, children will complete the Converting Units End of Block Assessment. As a class, children will mark their test to identify and understand any mistakes.

In this small step, children explore the fact that the relationship between two numbers can be expressed additively or multiplicatively. For example, the relationship between 3 and 9 can be expressed as an addition ($3 + 6 = 9$) or a multiplication ($3 \times 3 = 9$). Children use this understanding to complete sequences of numbers, deciding whether each relationship is additive or multiplicative. Children also explore the inverse relationships related to each of these, for example $9 - 6 = 3$ and $9 \div 3 = 3$. Using language such as “3 times the size” and “a third of the size” will support their understanding of multiplicative relationships. Children will explore these relationships using double number lines and should be encouraged to explore all of the additive and multiplicative links that can be seen.



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Unit: Shadows

Lesson 6 CONTINUATION

LI: We are learning to create ideas for a response to music.

LI: We are learning to evaluate others' performances and offer feedback.

Key Vocabulary: music, reponse, evaluate, performance, feedback

Key Question: How can I provide effective feedback about others' performances?

In this lesson children will:

- Develop ideas for a creative response to music.
- Listen to and appraise others' performances.
- Perform in front of an audience.

Warm-up: What do I know?

- Begin to learn What do I know? by Ed Sheeran.
- Learn the chorus "We could change this whole world with a plane...."
- Play the whole song and sing in the choruses while you listen to the verses.
- Can someone sing a solo verse?
- Practise the song at home after the lesson.

Unit: Judaism

Lesson 6

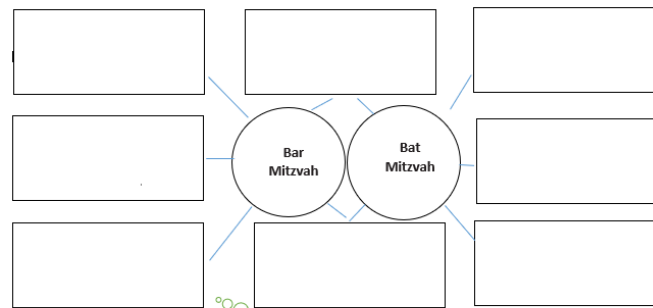
LI: We are learning to understand the importance of the Jewish community, including family and synagogue, and how community strengthens faith and supports individuals in facing dilemmas.

Key vocabulary: Judaism, community, family, synagogue, faith, bar mitzvah, bat mitzvah, dilemmas

Key question: How has your community supported you when facing dilemmas or difficult situations?

This week, we are going to be discussing the Jewish community's role, focusing on special events such as bar/bat mitzvahs, specifically exploring what this event signifies and comparing the similarities and differences

Children will discuss how their own communities support them, including family, friends, and school, and how they support their peers.



Think of a time when you felt supported by your community in a difficult situation and how it helped you.

Unit: OAA - Lesson 6

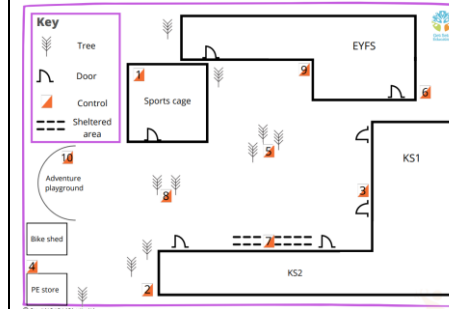
LI: We are learning to identify key objects and locations.

Key Vocabulary: team, collaborate, solve, problems, listen

Key Question: How can you solve problems as a team?

In this lesson children should be able to:

- Listen carefully to the rules
- Work as a team, sharing ideas and supporting each other



Unit: Badminton - Lesson 6 CONTINUATION

LI: We are learning to apply rules, skills and principles to play against an opponent.

Key vocabulary: badminton, rules, skills, principles, opponent

Key Question: What are the rules, skills and principles when playing badminton?

In this lesson children should be able to:

- Discuss and agree each point before continuing play
- Shake your opponents hands at the end of each game
- Work together to cover space on your side of the court

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Art – Kapow	PSHE - Jigsaw	Spanish - Language Angels

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Topic: Painting and mixed media

Lesson 5: Lubaina Himid

LI: We are learning to understand how art can tell stories or portray messages.

Key Vocabulary: analyse, composition, compose, convey, message, thought-provoking

Key Question:

In this lesson, children will explore Lubaina Himid’s painting Five through observation, discussion and creative expression. Working in pairs, one child will describe the painting while the other sketches based on the description. Afterward, they will discuss why the painting might be called Five and how the title influences its interpretation.

Children will learn about Lubaina Himid’s background and style using slides and online resources. They will reflect on the meaning of Five through guided discussion and explore how art conveys messages.

In small groups, children will identify an issue they care about and create thumbnail sketches to express their ideas using objects and symbols. They will develop one idea into a full-page composition, with the option to add colour. The lesson will conclude with sharing and reflecting on their artwork, emphasising art as a tool for communication.

Celebrating Differences - Part 1

LI: We are learning to give examples of people with disabilities who lead amazing lives.

LI: We are learning to appreciate people for who they are.

Key Vocabulary: Para Olympian, Achievement, Accolade, Disability, Sport, Perseverance, Admiration, Stamina

Key Question:

Why do you think it is important for people with disabilities to see the achievements of Paralympians being shared with everyone?

In this lesson, children will explore the importance of laws that protect individuals from discrimination in the UK, focusing on people with different characteristics, including disabilities. The class will be introduced to Hannah Russell, a visually impaired athlete who has been swimming since she was four years old. Children will learn about Paralympic athletes and their inspiring achievements through pictures, videos, and discussions.

The children will guess the names of various Paralympians and the sports they compete in, discussing their attitudes towards these athletes and their incredible accomplishments. A video of a Paralympian receiving a medal on the podium will be shown, and the class will have the opportunity to reflect on the athletes' success and determination. Children will describe a Paralympian they find inspiring using three words. They will also research a Paralympic athlete and create an "Admiration Accolade" (a personalised award), complete with a presentation speech celebrating the athlete's achievements.

Unit: Healthy Lifestyle CONTINUATION

Lesson 3

LI: We are learning to consolidate all new words for healthy and unhealthy foods and drinks and use them with words for I drink and I eat.













Key Vocabulary: food, drink, healthy, unhealthy

Key Questions: How do you say ‘I drink’ and ‘I eat’ in Spanish?

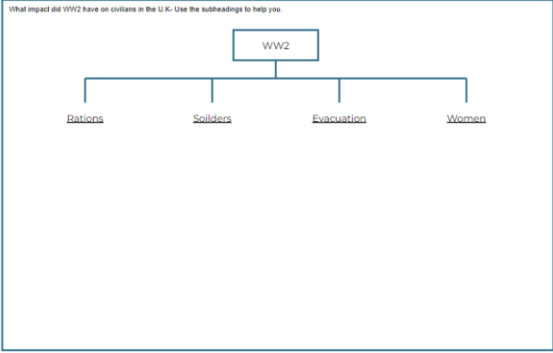
In the lesson pupils will consolidate their learning of the new vocabulary including to eat and to drink using PowerPoint activities . They will also have the opportunity to look at the grammar rule for “the/some” in Spanish, allowing them a taste of the rules and concepts involved in the language.

Nombre:

Instructions: Write in the correct sentence using 'como...' or 'bebo...' or 'no como...' or 'no bebo...' for each item.

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Bebo... Como... No como... No bebo... chocolate pescado
 pan integral nueces patatas fritas leche entera leche desnatada fruta
 pollo agua galletas bebidas con gas

Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Teach Computing
<p>Unit: Evolution and Inheritance Lesson 4</p> <p><u>L.I. We are learning to explain how human intervention affects evolution.</u></p> <p><u>L.I. We are learning to demonstrate understanding of the issues raised by human intervention in the evolutionary process.</u></p> <p>Building on from last week and their knowledge of evolution, they will learn how human beings are unique among living things in their ability to affect the evolutionary process of natural selection. They have done this through a process called selective breeding. There is evidence from as long ago was 7000 BC that farmers were selectively breeding plants and animals.</p> <p>Process of Selective Breeding:</p> <ol style="list-style-type: none"> 1. Decide which characteristic is important e.g. amount of milk produced. 2. Find parents who show this characteristic. 3. From their offspring, choose the ones who share this characteristic and only let them reproduce. 4. Repeat the process continuously. <p>The children will then analyse that there is no evolutionary advantage to the living thing from the selective breeding process. If there had been, these characteristics would have occurred through the natural selection process.</p>	<p>Unit: Britain at War <u>LI: We are learning to explore the impact of the Second World War on British civilians.</u></p> <p>Key Vocabulary: WW2, trench foot, evacuee, debris, rations, loss, impact, cause, effect</p> <p>Key questions: What was the impact of WW2 on Britain?</p> <p>This week the children will explore memoirs that were written by civilians that witnessed the impact of the War.</p> <p>The children will also be able to apply knowledge from previous lessons when looking at rations, the impact on families, relationships and sickness such as trench food.</p> <div data-bbox="790 863 1449 1326" data-label="Diagram"> <p>Can you recall how many people died in Operation Dynamo?</p> <p>What impact did WW2 have on civilians in the U.K. Use the subheadings to help you.</p>  <pre> graph TD A[WW2] --- B[Rations] A --- C[Soldiers] A --- D[Evacuation] A --- E[Women] </pre> </div>	<p>Unit: Creating media – How does it look?</p> <p><u>LI: We are learning to recognise the need to preview pages.</u></p> <p>Key vocabulary: Web page, home page, preview, evaluate, device, Google Sites</p> <p>Key Question: How can I add content to my own web page? How can I preview what my web page looks like? What does my web page look like on different devices and how should I suggest/make edits?</p> <p>Today learners will continue to revise how to create their own web page in Google Sites. Using their plan from previous lessons, learners will create their own web page/home page. They will preview their web page as it will appear on different devices and suggest or make edits to improve the user experience on each device.</p>

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<p>They will also consider the process of cross-breeding and also the controversial area of science - genetic modification.</p> <p>They will then study and make comparisons between parents and offspring for cross-breeding, and discuss the advantages and disadvantages of genetic modification.</p>		
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Homework

Homework is set on a **Thursday** and due back on a **Monday** either in books or on line.



Reading and spelling.

Reading

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book. Tasks are due and will be changed every Monday.

Your teacher will check, mark and sign your work once a week.

Try and login to Bug Club and Reading Eggs.

Spellings

Please make sure your child's spelling book is in their book bag on these days as this is their spelling test day.

Remember to write your spelling sentences in your purple reading task book.

Spellings will start next week. Tests will be on every Friday. New spellings will be given out on Fridays.

Spelling and dictation – Remember to try and use these words in sentences to show

Maths



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the green zone yet?

Times Tables Rockstars:

Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

All year groups

Please remember to wear the correct full uniform. Children should be wearing a white shirt with the school tie, grey trousers and black school shoes. Jumper and cardigan must be burgundy with the school logo. Girls to wear simple stud earrings, no necklaces or big bows to be worn.

Please remember to write your child's name on all school clothes and resources so if they get lost we

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that you understand their meanings.

Group 1 and 2

recognise	rhyme
recommend	rhythm
relevant	sacrifice
restaurant	secretary

Group 1 only

you're	would've
they're	should've
you've	we're
they'll	shan't

Group 1 and 2 (bonus Topic Words)

inheritance	genes
acquired	characteristic

Take part in the weekly Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

can return them.

Please remember to bring book bags in everyday!

Forthcoming Trips/events for this term;

PE days

Jet & Ruby - Tuesday and Friday

Coral & Opal - Thursday and Friday